DOCUMENT RESUME

ED 027 362 UD 007 873

After-School Study Centers, New York City. Elementary Program in Compensatory Education 2.
American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No-OE-37036
Pub Date 69
Note-18p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 ($0.25)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-*After School Programs, Audiovisual Aids, Compensatory Education Programs, *Disadvantaged Youth, *Elementary School Students, Instructional Materials, Program Evaluation, *Reading Improvement, Remedial Arithmetic, *Remedial Programs, Remedial Reading, School Personnel, Teaching Techniques
Identifiers-New York City

The curriculum in this after school program for low income Negro and Puerto Rican elementary school (grades 2-6) consisted primarily of remedial reading and arithmetic, library training, homework assistance, and a "Special Potential Development Service" providing music, art, and health education. The volunteer students were accepted because they were retarded 1 year or more in reading or arithmetic. An evaluation of the 1964-65 program showed that a sample of fourth-grade students enrolled in the reading program for 3 to 6 hours a week had made significantly greater gains in reading age than a control group from the same schools. The greater the attendance, the greater the gains were. In the 1966-67 program the students in the program showed significant gains over expected performance in reading at each grade level. A description of the program's activities includes information on staff, teaching techniques (particularly reading), instructional materials, audiovisual aids, and costs. (EF)

ED027362

07873E
OE-37036
OE-BESE
TITLE I

AFTER SCHOOL STUDY CENTERS
New York City

IT WORKS

UD007423

Elementary Program in Compensatory Education 2

1. Preschool Program in Compensatory Education

   Preschool Program, Fresno, California OE–37034
   Infant Education Research Project, Washington, D.C. OE–37033
   Early Childhood Project, New York City OE–37027
   Perry Preschool Project, Ypsilanti, Michigan OE–37035
   Diagnostically Based Curriculum, Bloomington, Indiana OE–37024
   Academic Preschool, Champaign, Illinois OE–37041

2. Elementary Program in Compensatory Education

   More Effective Schools, New York City OE–37042
   Intensive Reading Instructional Teams, Hartford, Connecticut OE–37038
   After School Study Centers, New York City OE–37036
   Self-Directive Dramatization Project, Joliet, Illinois OE–37037
   Project Concern, Hartford, Connecticut OE–37030
   Elementary Reading Centers, Milwaukee, Wisconsin OE–37031
   School and Home Program, Flint, Michigan OE–37023
   Programmed Tutorial Reading Project, Indianapolis, Indiana OE–37029
   Speech and Language Development Program, Milwaukee, Wisconsin OE–37028

3. Elementary-Secondary Program in Compensatory Education

   Homework Helper Program, New York City OE–37025
   Communication Skills Center Project, Detroit, Michigan OE–37039

4. Secondary Program in Compensatory Education

   Junior High Summer Institutes, New York City OE–37026
   Project R–3, San Jose, California OE–37040
   College Bound Program, New York City OE–37032

For information on any of the booklets listed, please write to Information Officer, Division of Compensatory Education, U.S. Office of Education, Washington, D.C. 20202

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

IT WORKS

AFTER-SCHOOL STUDY CENTERS
NEW YORK CITY

One of a Series of

Successful Compensatory Education Programs

U.S. Department of Health, Education, and Welfare
Robert H. Finch, Secretary

Office of Education
Peter P. Muirhead, Acting Commissioner

UD 007 873

FOREWORD

This project report is part of an independent study of selected exemplary programs for the education of disadvantaged children completed by the American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., under contract with the U.S. Office of Education.

The researchers report this project significantly improved the educational attainment of the disadvantaged children involved. Other communities, in reviewing the educational needs of the disadvantaged youngsters they serve, may wish to use this project as a model - adapting it to their specific requirements and resources.

Division of Compensatory Education
Bureau of Elementary and Secondary Education

THE AFTER-SCHOOL STUDY CENTERS OF NEW YORK CITY

Introduction

In this program, the school day was extended for many pupils by providing After-School Study Centers in which teachers taught small classes from 3:00 to 5:00 p.m. each day. The curriculum comprised chiefly remedial reading, remedial arithmetic, library training, and homework assistance, plus a Special Potential Development Service providing music, art, and health education.

The pupils were mainly Negro or Puerto Rican in grades two through six in several poverty areas of New York City, and were selected for voluntary attendance at the Centers on the basis of 1 year or more of retardation in reading or arithmetic. No pupils were accepted who were already receiving special remedial help in school.

The program was begun in 1964. In October 1964 there were 167 Centers in the schools. Between October 1966 and May 1967 about 30,000 pupils participated at least part time at the Centers, some 13,000 being in the remedial reading or arithmetic classes. All the Centers have been located in schools, mostly public.

An evaluation of the 1964-65 program showed that a sample of fourth-grade pupils enrolled in the reading program for 3 to 6 hours a week had made significantly greater gains in reading age than a control group from the same schools. The greater the pupils' attendance, the better their gains were. In the 1966-67 program, the pupils in the program showed significant gains over expected performance in reading at each grade level, second through sixth.

Personnel

A. Program Coordinators.

Apart from a general coordinator of the Centers, there was also a music coordinator and an art coordinator for the Special Potential Development Services.

B. Center Supervisors. (These were usually licensed assistant principals from the Centers' day school staff.)

The supervisors concerned themselves with adapting the program to meet the pupils' needs, with improving pupil attendance through

the teachers and parents, with recruiting and training teachers, and with organizing and coordinating the activities of their Centers.

C. Teachers. (There were 951 teachers in the tutorial part of the program in 1966-67, more than half of them in reading. Most of these were experienced and licensed, but some were substitutes. A further 619 teachers assisted in the Special Potential Development Services that year.)

Each tutorial teacher was responsible for a small group of not more than 15 pupils who saw her three afternoons a week.

D. Secretaries. (One per Center for 4 hours a week.)

The secretaries' duties included the preparation of pupil and teacher attendance records and reports, service reports, curriculum materials, and correspondence. They also answered the telephone for their Centers.

Methodology: General

This description will include only the tutorial program, since the Special Potential Development Services did not aim at improving cognitive achievement in language and number. It is based chiefly upon the After-School Study Centers Review (Board of Education of the City of New York, 1965).

As might be expected when so many teachers were involved, a very wide variety of techniques was employed by teachers in the Centers, particularly to teach reading. No one method can be singled out as characteristic of the program. The ostensible purpose of this variety was to find a method suited to each child; such experimentation was needed since the pupils had not been successful when taught in the regular classroom.

There were class activities in reading, storytelling, and discussion. Remedial reading was handled both on an individual and a group basis. Word attack and vocabulary building featured prominently. Many centers prepared some kind of journal. Other language arts activities included word games, choral reading, play acting, and creative writing. In arithmetic classes the work was similar to that of the regular classrooms, emphasizing computation, fractions, percentages, interest, liquid measure, linear measure, and bar graphs. Manipulative games, models, and pupil-made measuring devices also were used.

The homework classes provided a quiet atmosphere for the children to do their work, with reference materials readily accessible both in the classroom and in the library. Many of the children attending these classes were the regular day-school pupils of the homework teachers.

In the library classes, there were story hours, book discussions, film shows, and the teaching of library skills. In story hours there were, besides oral reading, puppet shows based on selected stories, poetry reading, and the recording of children's stories.

Not all these activities occurred in every Center.

Methodology: Specific

Extracts from the After-School Study Centers Review already referred to will serve to illustrate several aspects of this program:

A. Each reading teacher has a set of SRA Reading Laboratories. These are used in conjunction with other materials but they are the principal resource around which the program is built.

These Reading Laboratories have many functions in the program: they instill a spirit of competition among the pupils; they permit each child to proceed individually; because of the turnover in the program a new child can begin without having to be placed in a particular group; there is practically no need for grouping as far as the Laboratories are concerned; they preclude the need for the teacher to make elaborate preparation of materials.

B. At the start of the year, students recorded on tape paragraphs from a story the group had studied. After a period of 2 months, a second recording was done of another story the class had read. The pupils praised their classmates for their improvement. The technique serves also as a good motivational device.

C. The group, under the teacher's guidance, discusses a corridor bulletin made by another class in the school. They read the title, phrases, and the compositions. The teacher makes a list of new vocabulary words which are placed on oaktag cards for review in the classroom. The pupils are highly motivated to read these displays as their friends and acquaintances quite often contribute to the bulletin board. In addition, this technique alerts pupils to the wealth of new words and "experiences" that surround them. The group, in turn, decides to make bulletin boards for display in the school.

D. I was able to order special materials for the reading groups. We are now enjoying them. They include such items as the Scott-Foresman word blocks "Rolling Readers" and the Dolch word games. These items serve to arouse much pupil interest. In addition, we play a great many oral games with the children in order to build vocabulary.

E. Activities that I have found particularly helpful include:

1. Reading Bee - from flash cards - two teams.
2. Phonics Bingo - we made cards by writing an initial sound of this word. When I call a word, they cover the initial sound of this word.
3. "Go Fish" - played in groups of four. Each child gets five picture cards. They ask other children for cards starting with a particular sound. The aim is to collect sets of four cards with same initial sound.
4. I have several word games that can be played in small groups. When children come in, they can use any of these games until full class is assembled.

F. These puzzles give the children practice in reading for comprehension. The meaning "across" or "down" is given, and the child must select the correct word from a list. The puzzles are a challenge to children and provide vocabulary enrichment. They can be used in related activities such as alphabetizing the puzzle words, checking the dictionary for other meanings, and using the words in sentences.

G. Original problems

a) Children write original problems and present them to the class for comment and criticism.

b) The teacher learns much about the maturity of a child's thinking by the kind of problem the child formulates.

c) Unless children receive very specific, definite directions, they tend to make up involved problems in story form. Usually they ask many questions and give many details.

H. The monthly library bulletin of our ASSC is used to stimulate attendance at the library itself and to further a love for reading and the habit of reading books regularly.

I. The last 10 minutes of the Homework Class, I try to give the children some cultural experiences.

I have taken some time to play victrola recordings. Some were by Mozart. The children became interested and used the school library to borrow a book about Mozart.

I have read "The Boyhood of Mozart" and told them the story of "The Magic Flute." I play a part of a victrola recording (a shortened version) of this opera each period. The children are becoming familiar with the characters and the underlying theme in the music.

My plan is for the class to participate in playing an "Air from the Magic Flute" - using the bells and the recorder for other passages.

J. The names of some Center journals:

News & Views
ASSC Express
Our After-School Study Center
Meet Our Friends
Class 5-2 Log : Sailing West
After-School Center
The Echo
The Striver

K. Since the homework assignments vary according to the grade level and the child, I find it most beneficial to work with the children on an individual basis. However, if several children are having the same difficulty, I work with them in groups and then individually. I try to start each session by reading a quotation and then discussing it or I open a discussion on a current topic or person in the news. If the children are writing a composition, I ask them questions that will lead them to think logically and thoughtfully.

L. In addition to the coordination sheet which day teachers have written, I have found short, informal meetings with teachers most helpful to me in working to meet the needs of pupils in my mathematics class.

Teachers have been willing to show me what they are teaching and how they are teaching mathematics in their classroom so that there is no confusion.

Evaluation

A. Measures of Achievement

Before any discussion of data relating to this program, it should be pointed out that pupil attendance at the Centers was entirely voluntary, therefore erratic. Comparatively few pupils tested had received full benefit from the treatment offered by the Centers. In this light the results are the more favorable.

During an evaluation of the 1964-65 program (Forlano and Abramson, 1967) the test scores of fourth-grade pupils enrolled in the remedial reading program at the Centers were studied. Experimental and control groups were established by pairing 1521 ASSC pupils with 1521 pupils from the same school on the basis of reading scores in April 1964. The groups were tested in April 1964 and again a year later; the results are summarized in Table 1, and depicted graphically in Diagram 1. The broad conclusion that may be drawn is that this sample of pupils, who were enrolled in the reading program for 3 to 6 hours a week, made significantly greater gains in reading age than the control group. The gains amounted to about 1 year in 1 year, as opposed to .77 of a year in 1 year for the controls.

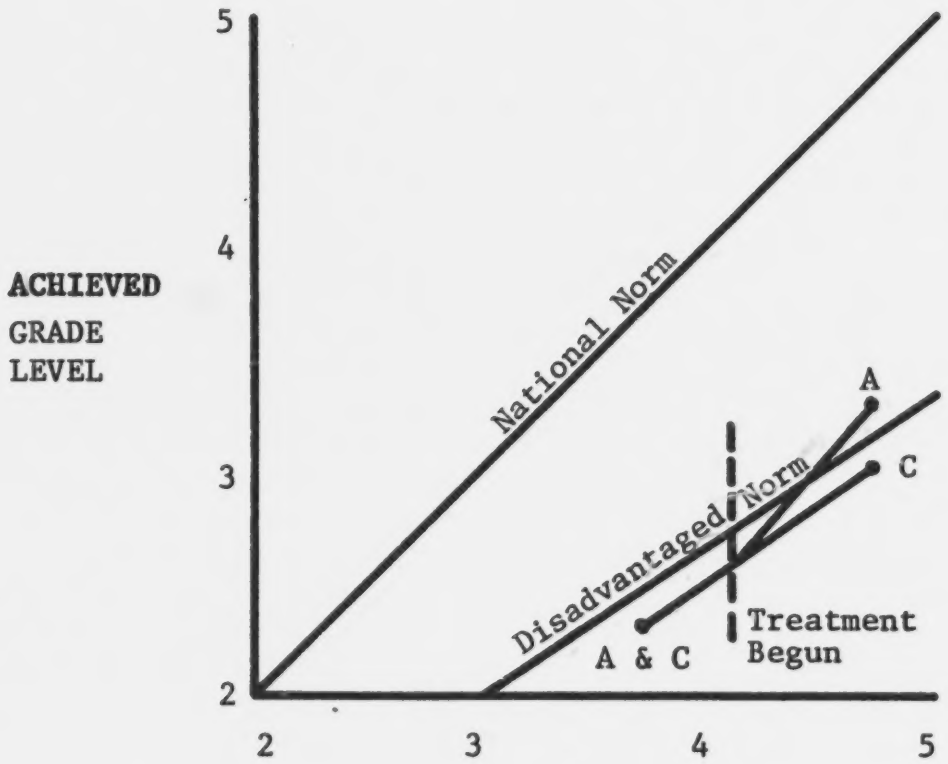
The 1964-65 evaluation undertook a number of other companions, all of which favored the ASSC pupils, usually at the 1% level of confidence. One such comparison showed that there was a positive relationship between attendance at the ASSC and achievement in reading. Another showed that pupils in non-ASSC schools in poverty areas made less progress than either experimental or control pupils in ASSC schools.

The 1966-67 evaluation (Lohman, 1967) as a whole paid relatively little attention to reading gains. From the figures provided, however, a number of conclusions may be derived on further analysis. Lohman reports the results of testing in grades two through six in October 1966 and again in April 1967. These are shown in Table 2.

The scores can be plotted graphically (see Diagram 2), and the October scores can be linked by a line of best fit to provide a suggested or projected norm for the ASSC pupils <u>had they not attended</u> the ASSC. It is then possible to compute the significance of the difference between the actual posttest mean and the expected mean had the group been untreated (for Grade 2, the difference between 2.6 and 2.0 equivalent grade level). In all grades, this difference proved significant beyond the 1 percent level of confidence, hence we may conclude that the ASSC provided measured benefits of cognitive achievement in reading.

Diagram 1

GAINS IN AVERAGE READING GRADE EQUIVALENTS OF TWO SAMPLES OF FOURTH-GRADE PUPILS BEFORE AND DURING THE AFTER-SCHOOL STUDY CENTERS PROGRAM 1964-65



A Experimental group
C Control group

Table 1

AVERAGE READING GAINS IN GRADE EQUIVALENTS FOR FOURTH-GRADE ASSC PUPILS AND CONTROLS, APRIL 1964 THROUGH APRIL 1965

	N	April 1964	April 1965	Gains	p
ASSC	1521	2.30	3.28	.98	.01
Controls	1521	2.30	3.07	.77	

[Source: Table 1, page 3, Forlano and Abramson (1967)]

Table 2

AVERAGE READING GAINS IN GRADE EQUIVALENTS FOR ASSC PUPILS IN GRADES TWO TO SIX, OCTOBER 1966 THROUGH APRIL 1967

Grade	N	October 1966	April 1967	Gains
2	94	1.6	2.6	1.0
3	372	2.2	3.1	.9
4	256	3.0	3.7	.7
5	384	3.5	4.3	.8
6	275	4.4	5.1	.7

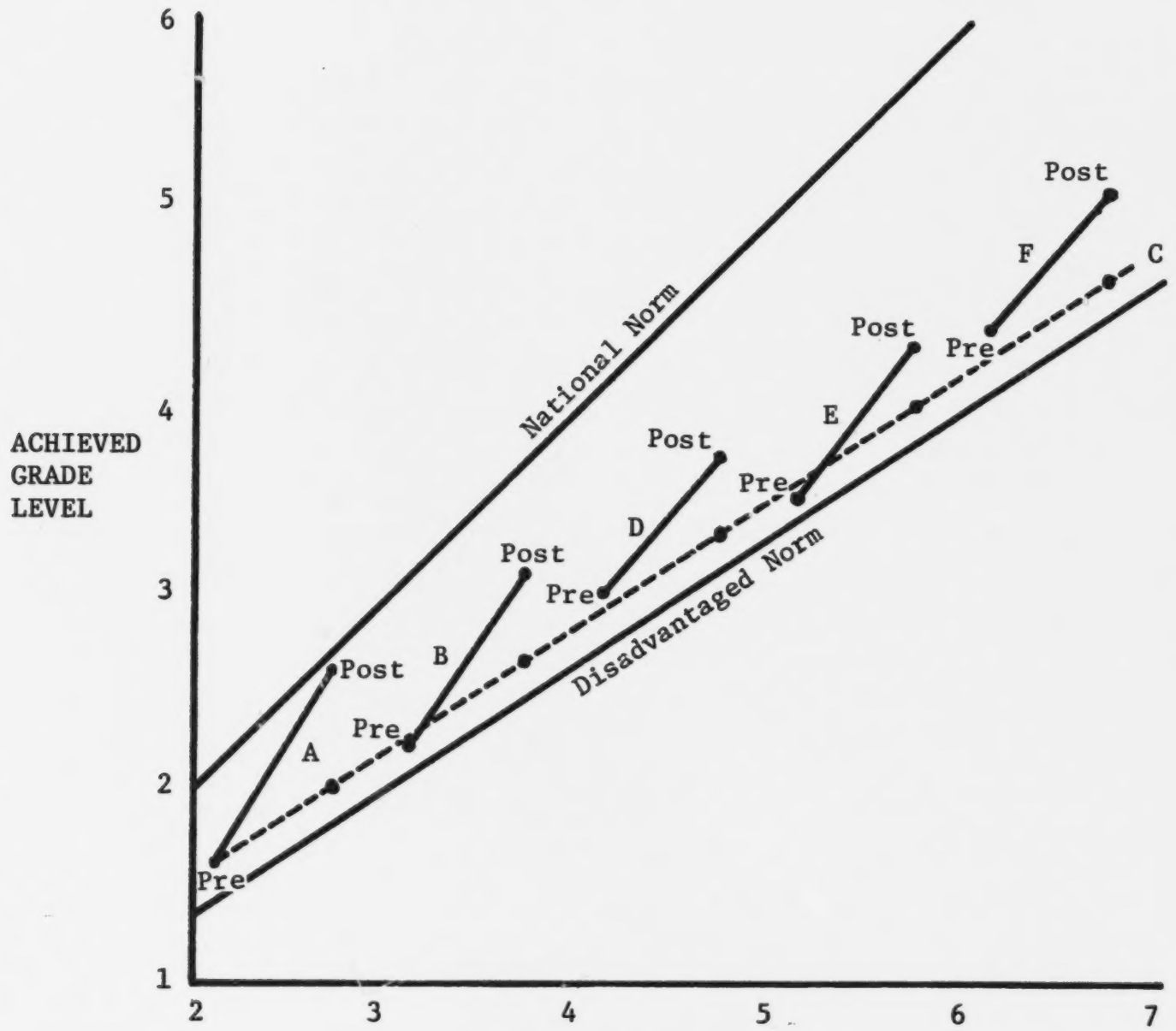
[Source: Table 4, page 19, Lohman (1967)]

B. Other Evaluation Indices

Lohman's 1967 report also examined the arithmetic, music, art, health education, and library aspects of the program, but not through quantitative methods. The opinions of pupils, teachers, supervisors, and administrators on the effectiveness of the program were also polled. The results of these evaluations were mainly highly favorable to the program.

Diagram 2

GAINS IN AVERAGE READING GRADE EQUIVALENTS OF PUPILS IN GRADES TWO TO SIX AT THE AFTER-SCHOOL STUDY CENTERS 1966-67



A Grade two sample
B Grade three sample
D Grade four sample
E Grade five sample
F Grade six sample
C Projected norm for untreated sample (see comments under Evaluation)

C. Modifications and Suggestions

Lohman's team suggested that school aides might be hired to relieve supervisors of some of their routine clinical duties and hall supervision. Staff conferences were suggested as a way of improving objectives, lesson plans, and program scheduling. More training of teachers for the areas they were teaching in the ASSC was recommended, especially for remedial reading. Diagnostic testing, beyond the city-wide annual program, would have assisted the ASSC teachers to give instruction more closely suited to pupils' needs.

Budget

To quote figures for the whole program is meaningless, since the number of centers and pupils has varied each year. Forlano and Abramson (1967) offer a cost per pupil per year of $70.61 for 1965-66; they point out that these are not actual expenses but budget figures.

Similarly, to quote totals of personnel employed is misleading. Rather, we should say that in one center there should be a supervisor, up to 12 teachers (typically), a part-time secretary, and provision for custodial services. A program coordinator would be needed where there were several centers.

A wide variety of audio-visual devices and instructional materials was available for use from the regular day school. Major items used in the program as materials were restricted to collections of books and games. A typical list follows:

1. Audio-visual aids - filmstrips and tape recorder, e.g.: "City Playground," "Johnny Goes to the Store," "Fun Park"

2. Reading games - commercial and teacher-made
   a. Unscramble cards to make a sentence
   b. Word drill fishing game with magnet
   c. Phonics games

3. Experience charts based on seasonal and current events and children's experiences

4. Mastery of Dolch Basic Sight Vocabulary of 220 words since these words make up about 60 percent of all ordinary reading matter

5. Illustrations from magazines to clarify meanings

6. Easy reading materials on a high-interest level and low-difficulty level
   a. Reader's Digest "Reading Skill Builder"
   b. Teacher-made xerographed materials

7. Pupil-made picture dictionaries

8. As a mathematics project, children used individual clocks and made clock's hands correspond to the time indicated by the teacher

The following filmstrips are specially recommended for use with the children in the reading study groups:

1. Adventures of Paul Bunyan
2. Buffalo Bill
3. Casey at the Bat
4. Cinderella
5. Ferdinand the Bull
6. Mike Fink - American Folk Heroes
7. Five Chinese Brothers, The
8. Folk Tales and Fairy Tales
9. Hickok, Wild Bill (American Folk Heroes)
10. How to Use the Encyclopedia
11. Johnny Appleseed
12. Johnny Fedora
13. Little Toot
14. Monkey See - Monkey Do
15. Mutiny on the Bounty
16. Pedro the Little Airplane
17. Rip Van Winkle
18. Robin Hood
19. Sleeping Beauty
20. Snow White and the Seven Dwarfs
21. Susie the Little Blue Coupe
22. Three Musketeers, The
23. Treasure Island
24. Willie, the Operatic Whale
25. Wonderful World of the Brothers Grimm

Quoted Sources

*Board of Education of the City of New York. After-School Study Centers Review, Vol. 1, No. 1, Spring 1965.

*Forlano, G. and Abramson, J. Measuring progress of fourth grade pupils enrolled in the remedial program in reading of the After-School Study Centers. New York: Board of Education of the City of New York, January 1967.

*Lohman, M. The expansion of the After-School Study Centers for disadvantaged public and nonpublic school pupils. New York: Center for Urban Education, September 1967.

Other Sources Not Quoted

Cohen, H. Z. After-School Study Centers (Elementary). New York: Board of Education of the City of New York, June 1968.

For More Information

Mrs. Truda T. Weil
Acting Associate Superintendent
Division of Elementary Schools
Board of Education of the City of New York
110 Livingston Street
Brooklyn, N.Y. 11201

---

* The Office of Education is collecting this material for placement in the ERIC system. Items may be obtained either in microfiche or hard copy.